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ABSTRACT

The Alaska School Effectiveness Project produced several reports in a series of reviews of research literature on such topics as practices and outcomes in Native American education. Using an ERIC search and conventional library methods, 26 documents were judged to be both relevant and sufficiently well-designed to yield believable and meaningful results. Overall, the studies and evaluation reports were of two kinds: those which sought to determine whether specially funded programs for Native American students have been successful in promoting improved achievement and affective outcomes and those which studied the cognitive and affective outcomes produced when instructional practices and teacher behaviors are (or are not) compatible with the cultural characteristics of Native American students. Based on the information found, three of six recommendations concerned developers and funders of programs who should consider instructional activities which are compatible with Native American cultural traits (e.g., noncompetitiveness, openness to visual and oral learning); school personnel should acquaint themselves with cultural traits of Native American students they teach; and Native American history and culture should be introduced into a school's curriculum with a sizeable Native American student population. The document also includes 4 decision displays, a 37 citation bibliography, and individual item reports on each citation. (ERB)

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Topic Summary Report

# NATIVE AMERICAN EDUCATION

Prepared for:

Pacific Northwest Indian Reading and Language Development Program
Northwest Regional Educational Laboratory
Joseph Coburn, Director

September 15, 1981

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RC 013235

Topic: Native American Education
Authors: Kathleen Cotton and W. G. Savard
Date: September 15, 1981

Audit and Evaluation Program
NORTHWEST REGIONAL EDUCATIONAL LABORATORY

## INTRODUCTION

This report is one of a series of reviews of research literature conducted in response to the priority concerns of clients of the Northwest Regional Educational Laboratory. Each of these reports addresses a topic which is deemed to have an impact, actual or potential, on school effectiveness.

Originally developed for a project supported by the Alaska Department of Education, the review process begins with a topical literature search using both computer-based ERIC and conventional library methods. Articles and other documents retrieved are analyzed and abstracted into a brief form called an Item Report. Each of the items is then judged against a set of pre-established criteria and ranked on a five-point scale. The collection of Item Reports is then examined for purposes of identifying issues. These issues are stated in the form of hypotheses. Each hypothesis thus generated becomes the subject of a Decision Display. A Decision Display is created by sorting the Item Reports into those which support or negate the hypothesis, are inconclusive, are badly flawed, or are irrelevant. One or more Decision Displays are generated for each topic addressed. A Summary Report is then generated from the consideration of the Decision Displays and the file of Item Reports. Thus, each complete report in the series consists of a Summary Report which is backed up by one or more Decision Displays which in turn are supported by a file of Item Reports. This format was designed to accommodate those readers who might wish to delve into various depths of detail.

This report is not intended to represent the "final word" on the topic considered. Rather, it represents the analysis of a particular collection of research documents at this time. There may be other documents that were not found because of time or other limitations. There may be new research published tomorrow. This present report represents our best judgment of available information at this time. This format allows for modification and re-analysis as new information becomes available or old information is reinterpreted.[1]

## Background

Much of the literature on Native American education has focused on the failure of the American educational system to serve the needs of American Indian and other Native American students. Public, private, federal and mission schools--and the agencies and institutions which govern them--have received considerable criticism for practices which work against the achievement, self-esteem and attitude development of the Native American student population.

The forces which inhibit the school success of Native American students have repeatedly been cited and discussed by concerned educators, researchers, parents, community members and students. These groups have pointed out, for example, that Native American students frequently come from low-income families and that English is not spoken in many Native American homes. They have noted that school personnel and curricula are frequently characterized by

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[1]For a more complete description of the analysis process, see William G. Savard, Procedures for Research on School Effectiveness Project, Northwest Regional Educational Laboratory, December 10, 1980.

attributes such as self-expression, aggressiveness and working for personal advantage, which run counter to the value placed by most Native American cultures on cooperation, group well-being and, when appropriate, silence.

The inadequacy of financial resources for Native American education has come under attack, as has the alleged tendency of federal, state and local bureaucracies to exclude Native American parents and community members from decision-making and planning regarding their children's education. Racial discrimination is an ongoing and much-discussed problem, whether it takes the overt form of school personnel punishing Native American children more often and more harshly than other students, or more covertly, as when a teacher communicates less warmth to Native American children than other children and holds lower expectations for their success. It has also been demonstrated that even well-meaning Anglo-American and other non-Native American school personnel can create problems, as when Native American children become confused or frightened by verbal and nonverbal behaviors which carry different meanings in their culture than the teacher or principal meant to communicate.

Numerous efforts have been undertaken to remove these formidable barriers and to replace them with quality educational experiences--experiences which will both equip Native American students with academic skills and do justice to the rich history and culture of their people. Resources and assistance available under the provisions of the Johnson-O'Malley Act, the Indian Education Act, Title I of the Elementary and Secondary Education Act, Title VII Bilingual Education and the National School Lunch Act have been utilized to serve the academic, psychological, social and physical needs of Native American students. Native American history and culture lessons have been introduced into school curricula, inservice programs have been developed to

help school personnel understand and serve the needs of Native American children, and various community involvement projects have been implemented.

While these efforts are laudable, they are usually not adequately researched at either end; that is, their development is frequently not research-based, nor are their outcomes studied systematically enough to permit firm conclusions about what does--and what does not--help Native American students to learn and to develop positive attitudes and self-concepts.

Though the research base on practices and outcomes in Native American education is relatively small, the literature search did yield 37 items which appeared likely to offer useful findings about the response of Native American student populations to various educational practices. Of these items, 26 were judged to be both relevant and sufficiently well-designed to yield believable and meaningful results. Eighteen were formal studies, and eight were reports of program evaluation efforts. Twenty-three were primary sources, and three were secondary sources.

The studies concerned a wide range of age/grade levels. One focused on preschool children, twelve were concerned with elementary level students, three had junior high subjects, three focused on secondary students, and three looked at the entire elementary-secondary range. Two had postsecondary subjects, one was concerned with adult basic education participants, and one did not specify the age/grade level of the subject group. Twenty-two of the studies were concerned with Native American students only, while four had to do with Native Americans and with one or more other groups.

The studies were conducted with representatives of more than 30 Native American and Native Canadian groups.[2] Three of the studies failed to identify the tribal affiliations of their subjects.

Most of the studies were concerned with more than one outcome area. The 26 studies focused, in whole or in part, on: intelligence, as measured by various IQ instruments-3; verbal participation in the classroom-2; reading/language arts-9; mathematics-6; general achievement-7; attitude toward subject matter-3; attitude toward Indian people-2; self-concept-4; attendance rate-2; dropout rate-2; and incidence of contacts with the law-1.

Findings

The studies and evaluation reports reviewed were of two general kinds: 1) those which sought to determine whether specially funded programs for Native American students have been successful in promoting improved achievement and affective outcomes; and 2) those which studied the cognitive and affective outcomes produced when instructional practices and teacher

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[2]These and the many other tribes in North American do not, of course, comprise a homogeneous group. Traditions, practices, languages and other characteristics vary considerably from tribe to tribe and from one part of the country to another. Those classified as Native Americans, moreover, range from full-blooded Indians who live in remote areas, speak no English and have traditional lifestyles to people who are 1/32 Indian and whose lifestyles are indistinguishable from the white, middle class majority. While these differences place limitations on the general applicability of the findings reported in this paper, these findings do represent research with a reasonably wide range of Native groups. In addition to the research with Eskimo and Aleut students, the studies were conducted with subjects representing the following Indian tribes: Apache, Arapaho, Assiniboin, Athabascan, Bannock, Blackfeet, Cherokee, Cheyenne, Choctaw, Clallan, Crow, Dakota, Flathead, Grande Ronde, Hopi, Hualupais, Klamath, Muckleshoot, Navajo, Nez Perce, Paiute, Passamaquoddy, Pima, Shoalwater Bay, Shoshone, Siletz, Sioux, Skokomish, Suquamish, Ute, Yakima and Zuni.



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behaviors are (or are not) compatible with the cultural characteristics of Native American students.[3] Hence, four hypotheses were generated:

1. Specially funded programs for the education of Native Americans have improved the school achievement of those groups.

2. Specially funded programs for the education of Native Americans have had measurable (or observable) beneficial effects other than improved school achievement.

3. Educational programs which are designed to take into account the special cultural characteristics of Native Americans will yield improved school achievement.

4. Educational programs which are designed to take into account the special cultural characteristics of Native Americans will yield measurable (or observable) beneficial effects other than improved school achievement.

Hypothesis No. 1. The items which led to the development of this hypothesis are, for the most part, reports of evaluations of programs supported through Title I, ESEA funds or other federal sources. The majority of these reports indicated that specially funded programs have promoted achievement gains among the Native American students participating in them.

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[3]In this category are those studies which examined the effects of including American Indian history and culture lessons in the school curriculum, as well as those in which frequently observed Native American traits (such as noncompetitiveness, reticence in class discussion, etc.) were examined in relation to educational practices and outcomes.



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Factors identified as being responsible for these positive outcomes include: 1) bilingual instruction in the primary grades; 2) utilization of Native American teacher aides who receive inservice training and deliver mastery learning exercises to students; 3) using Indian traditions and legends as language arts lesson content; 4) individualized remedial instruction; 5) use of the Follow Through Model; and 6) use of a phonetic approach to reading instruction.

Hypothesis No. 2. Most of the reports on the outcomes produced by specially funded Native American education programs confined their inquiries--and therefore their findings--to cognitive outcomes. Those few which were concerned with examining affective outcomes failed to give clear indications that the programs were beneficial to students in affective areas such as self-esteem and feelings about school. To the extent that support exists for this hypothesis in these studies, it is based on relatively "soft" data, such as teacher reports of improved student attitudes.

Hypothesis No. 3. Researchers have also sought to determine what particular instructional practices and teacher behaviors are effective with Native American students, whether or not these practices occur within the context of specially funded programs for these students. The point of departure for this type of research is usually an observation or speculation about cultural traits or values which characterize Native American people (in general, or a particular group in a particular part of the country). Studies are then structured to determine the effects of an instructional approach which is responsive to the observed trait (e.g., non-competiveness) or which is suspected to clash with that trait.

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The hypothesis that programs characterized by their responsiveness to the cultural traits of Native Americans do promote achievement among these groups received a great deal of support among the studies reviewed. Among the major findings emerging from these studies were the following:

- Native American student achievement is enhanced by teachers who have high expectations of student performance and whose behavior toward the students is warm and supportive.

- Native American students are especially responsive to nonverbal warmth, as communicated through facial expression, close body distance and touch, and the presence or absence of such warmth affects student achievement.

- While Native American students often perform well in classes taught by non-Native American teachers, achievement benefits have been noted when these students have exposure to Native American teachers, teacher aides, tutors, counselors and to Native American people who are successful in the work force.

- Instructional programs which are designed to provide Native language literacy as well as--and prior to--English language literary, have been found to enhance the achievement of Native American students.

- The achievement of Native American students is enhanced by open concept school programs which feature self-paced instruction, informal teaching methods, the opportunity for physical movement, nongrading, assessment methods other than tests (e.g., teacher-student conferences), and the use of visual and oral teaching methods in addition to the presentation of textual material.

- The achievement of Native American students is enhanced through the use of "cultural instructional models," which emphasize "environmental and cultural materials consistent with Indian cultures and feature activities calling for cooperation."

- Environments, behaviors and instructional approaches found to be detrimental to the school achievement of Native American students include: teachers with cold, domineering personalities; physically restrictive classroom environments; overreliance on printed materials; activities calling for competition; and activities which focus class attention on one individual who is expected to perform.

Hypothesis No. 4. As with the research on specially funded programs, the research on cultural characteristics and instructional approaches has focused



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more on cognitive outcomes than on affective ones. Nevertheless, there is considerable support in the studies reviewed for the hypothesis that culturally responsive educational practices do enhance the self-esteem and school attitudes of Native American students, as well as reducing attendance problems, dropout rates and discipline problems.

Not surprisingly, the researchers generally found that the same teacher behaviors, school settings and instructional approaches which enhance the achievement of Native American students also enhance their attitudes toward school in general and toward particular school subjects. Attitude improvements were observed: 1) when students were treated with warmth and respect; 2) when they had the opportunity to work on an academic subject with other Native Americans who are competent in that subject; 3) when visual and oral learning activities accompanied the use of printed material; and 4) when classroom activities did not require competing with other students. Self-esteem was also enhanced when these factors were present, and both self-esteem and attitudes toward Native American people were improved when Native American history and culture lessons were introduced into the school curriculum.[4] These programs also have considerable parental support.

## Conclusions

The findings emerging from the documents on Native American educational practices and outcomes do not lead to a comprehensive set of conclusions about the best approach(es) for educating these students. Some tentative conclusions, however, are made possible by the review of these findings.

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[4]Though this report does not focus on non-Native Americans, it is worth noting that the opinions of Native Americans held by Anglo-American students were also greatly improved when these students were exposed to Native American history, art, traditions, etc.



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Hypothesis No. 1, concerning the efficacy of specially funded programs in promoting Native American student achievement, received support from the studies reviewed, and some factors were identified which appear to be responsible for the success of these programs. A word of caution is in order concerning these findings, however, as the supportive documents are not numerous and are, for the most part, evaluation summaries rather than comparative studies. In some cases, moreover, the evaluations were conducted by people with a vested interest in the program under consideration. Finally, many of these reports were so cryptic in their description of treatments and analytical methods that they were generally not awarded high quality ratings. This is not to say that these programs have not been successful, but rather that their success is only "hinted at," as opposed to firmly established, by the studies reviewed.

The situation with Hypothesis No. 2--the effects of specially funded programs on affective outcomes--is even more uncertain, because fewer researchers examined affective outcomes. These programs may well have positive effects on attitude, self-esteem and so on, but the studies reviewed do not make a case for this contention.

Hypothesis No. 3, having to do with the achievement effects of culturally responsive practices (or absence thereof), received a great deal of support and very little opposition. Many of the well-designed, formal studies reviewed gave strong indications that Native American students perform well in school: 1) when teachers extend personal warmth and respect to them; 2) when they have contact with successful Native American adults or older students; 3) when their Native language is used as a point of departure for learning curricular content and learning English; 4) when visual and oral teaching



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methods complement the use of printed material; 5) when the classroom environment is open and informal; and 6) when instructional activities call for cooperation, de-emphasize test performance and avoid putting the individual student "on the spot" before his or her classmates.

Hypothesis No. 4, while not addressed by as many researchers, is also supported by several well-designed research studies. The conclusion which seems permissible here is that Native American students experience affective benefits from the same factors which have been shown to enhance their achievement. While this is hardly surprising, it is always worthwhile to be reminded that student achievement is closely related to how the students feel about themselves and about the setting in which teaching and learning take place. It is also reasonable to conclude that students' self-concept and student attitudes towards Native American people are enhanced by exposure to curricular content dealing with Native American history and culture.

Recommendations

1. Developers and funders of programs to be used with Native American students are encouraged to give their attention and support to instructional activities which are compatible with Native American cultural traits (e.g., noncompetitiveness, openness to visual and oral learning, responsive to open settings). The allocation of funds for Native American education is not likely to be maximally helpful if these funds are used simply to deliver to Native American children programs developed for a white, middle class student population.

2. Efforts should be made to acquaint school personnel with the cultural traits of the Native American students they teach. Awareness of these



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characteristics can help school staff to improve their understanding of these students' behavior and to adjust their own behavior so that it is responsive to the needs of the students. Those persons with interests in Native American educational programs would be well advised to clearly specify and communicate the cultural traits, aspects, and characteristics being addressed.

3. It is recommended that Native American history and culture be introduced into the curriculum of schools with sizeable Native American student populations. In addition to the benefits conferred upon the students, the existence of such programs has been shown to foster positive school-community relations. Schools with few or no Native American students are also encouraged to consider implementing such programs, as the historic role of the indigenous population, like the historic role of women and of blacks, has often received insufficient attention in the teaching of U. S. history.

4. Additional research should be conducted on effective teaching and learning methods for Native Americans, and curriculum development efforts should focus on producing instructional activities based on models of cooperation.

5. Findings concerning effective practices for Native American students should be examined for their applicability to students generally.

6. Since these findings, conclusions, and recommendations are based on relatively small numbers of studies, it is recommended that additional, carefully designed and sharply focused studies be undertaken. These should include not only research studies but also carefully constructed program evaluations.

These recommendations proceed from the recognitition that cultural traits and values are basic, and that it is not the proper business of the schools to



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seek to increase student achievement by trying to change the students in some fundamental way. As one researcher concluded: "Since it is highly unlikely that the majority of [the Indian] children will soon give up their cooperative behavior, the schools that they attend will need to adjust to the children. The competitive, individualistic environment of...classrooms needs to be restructured so that emphasis in motivation is placed on cooperation."



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AMERICAN INDIAN EDUCATION
Decision Display
#1

Restatement of issue as a hypothesis:

Specially funded programs for the education of Native Americans have improved the school achievement of those groups.

| Item Number | Short Title | Quality Rating of Study (5 high; 1 low) [ ] | |
|---|---|---|---|
| **Items which tend to support hypothesis:** | | | |
| 218 | Whitt & Clark, 1978, IRLDP Evaluation, 76-77 | [4] | |
| 220 | Alley, et al., 1974, Reading Reading Improvement Strategy | [3] | |
| 210 | Fifield & Farmer, 1976 Navajo Teacher Aides | [3] | |
| 215 | Rosier & Holm, 1980, Rock Point Navajo Program | [3] | |
| 225 | Aberdeen, 1974, Title I | [2] | ("Most" evaluations showed postive effects) |
| 224 | McConnell, et al., 1974, Follow Through Programs | [2] | |
| 231 | Phoenix, 1974, Title I | [2] | ("Most" evaluations showed positive effects) |
| 234 | Wieczkiewicz, 1979, Phonic Reading Program | [2] | |
| **Items which tend to deny hypothesis:** | | | |
| 229 | Ross, et al., 1976, Indian Career Guidance | [3] | |
| 222 | Cundick, et al., 1974, Foster Placement Program | [2] | |



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Items which are inconclusive regarding the hypothesis:

| | | |
|---|---|---|
| 232 | Sault Sainte Marie, 1972, Open Concept School | [3] |
| 226 | Edington & Pettibone, 1974, Project HEED | [2] |

Items which were excluded because they were weak:

| | | |
|---|---|---|
| 216 | Miller, 1977, Native American Education Program | [1] |

Items which were excluded because they were judged to be irrelevant to this hypothesis:

209 Kleinfeld, 1972, Effective Teachers of Indians/Eskimos
211 Larson, 1977, Native Indian Education
212 Spolsky, 1972, Navajo Literacy Projects
213 Kleinfled & Kohout, 1974, College Success of Alaska Natives
214 Faunce, 1969, Teachers of Culturally Disadvantaged
217 Green, 1978, Indian Math Avoidance
219 Wilson & Black, 1978, Variables/Achievement
221 LaFromboise, et al., 1980, Positive Helper Attributes
223 Mallett, 1977, Language Experience Approach
227 Pecoraro, 1970, Effect of Indian History Lessons
228 Dankworth, 1970, Variables Influencing Achievement
230 Berger, et al., 1972, Memory and Reasoning Study
233 Enochs, 1977, Teacher Perceptions and Achievement
235 Kleinfled, 1973, Nonverbal Warmth (Indian/Eskimo)
236 Kleinfled, 1974, Nonverbal Warmth (Eskimo)
237 Young & Churchman, 1975, Indian Preschool Programs
238 Klitza, 1972, Informal Teaching Techniques
239 McCartin & Schill, 1977, Three Modes of Instruction
240 Walter, 1971, Adult Attitude Change
241 Campbell & Kush, 1974, Individualized Learning Center
242 Valencia, 1970, Bilingual/Bicultural Instruction
243 Brown, 1980, Cherokee Culture and Achievement
244 Cockerham & Blevins, 1976, Open vs. Traditional School
245 Harkins, et al., 1973, Menominee Education

AMERICAN INDIAN EDUCATION
Decision Display
#2

Restatement of issue as a hypothesis:

Specially funded programs for the education of Native Americans have had measurable (or observable) beneficial effects other than improved school achievement.

| Item Number | Short Title | Quality Rating of Study (5 high; 1 low) [ ] |
|---|---|---|
| **Items which tend to support hypothesis:** | | |
| 210 | Fifield & Farmer, 1976<br>Navajo Teacher Aides | [3] |
| 232 | Sault Sainte Marie, 1972,<br>Open Concept School | [3] |
| **Items which tend to deny hypothesis:** | | |
| 226 | Edington & Pettibone, 1974,<br>Project NEED | [2] |
| **Items which are inconclusive regarding the hypothesis:** | | |
| 229 | Ross, et al., 1976,<br>Indian Career Guidance | [3] |
| **Items which were excluded because they were weak:** | | |
| 216 | Miller, 1977,<br>Native American Education Program | [1] |

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Items which were excluded because they were judged to be irrelevant to this hypothesis:

209 Kleinfeld, 1972, Effective Teachers of Indians/Eskimos
211 Larson, 1977, Native Indian Education
212 Spolsky, 1972, Navajo Literacy Projects
213 Kleinfled & Kohout, 1974, College Success of Alaska Natives
214 Faunce, 1969, Teachers of Culturally Disadvantaged
215 Rosier & Holm, 1980, Rock Point Navajo Program
217 Green, 1978, Indian Math Avoidance
218 Whitt & Clark, 1978, IRLDP Evaluation, 76-77
219 Wilson & Black, 1978, Variables/Achievement
220 Alley, et al., 1974, Reading Improvement Strategy
221 LaFromboise, et al., 1980, Positive Helper Attributes
222 Cundick, et al., 1974, Foster Placement Program
223 Mallett, 1977, Language Experience Approach
224 McConnell, et al., 1974, Follow Through Programs
225 Aberdeen, 1974, Title I
227 Pecoraro, 1970, Effect of Indian History Lessons
228 Dankworth, 1970, Variables Influencing Achievement
230 Berger, et al., 1972, Memory and Reasoning Study
231 Phoenix, 1974, Title I
233 Enochs, 1977, Teacher Perceptions and Achievement
234 Wieczkiewicz, 1979, Phonic Reading Program
235 Kleinfled, 1973, Nonverbal Warmth (Indian/Eskimo)
236 Kleinfled, 1974, Nonverbal Warmth (Eskimo)
237 Young & Churchman, 1975, Indian Preschool Programs
238 Klitza, 1972, Informal Teaching Techniques
239 McCartin & Schill, 1977, Three Modes of Instruction
240 Walter, 1971, Adult Attitude Change
241 Campbell & Kush, 1974, Individualized Learning Center
242 Valencia, 1970, Bilingual/Bicultural Instruction
243 Brown, 1980, Cherokee Culture and Achievement
244 Cockerham & Blevins, 1976, Open vs. Traditional School
245 Harkins, et al., 1973, Menominee Education



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AMERICAN INDIAN EDUCATION
Decision Display
#3

Restatement of issue as a hypothesis:

Educational programs which are designed to take into account the special cultural characteristics of Native Americans will yield improved school achievement.

| Item Number | Short Title | Quality Rating of Study (5 high; 1 low) [ ] |
|---|---|---|
| | Items which tend to support hypothesis: | |
| 243 | Brown, 1980, Cherokee Culture and Achievement | [4] |
| 209 | Kleinfeld, 1972, Effective Teachers of Indians/Eskimos | [4] |
| 218 | Whitt & Clark, 1978, IRLDP Evaluation, 76-77 | [4] |
| 230 | Berger, et al., 1972, Memory and Reasoning Study | [3] |
| 241 | Campbell & Kush, 1974, Individualized Learning Center | [3] |
| 210 | Fifield & Farmer, 1976 Navajo Teacher Aides | [3] |
| 213 | Kleinfled & Kohout, 1974, College Success of Alaska Natives | [3] |
| 236 | Kleinfled, 1974, Nonverbal Warmth (Eskimo) | [3] |
| 235 | Kleinfled, 1973, Nonverbal Warmth (Indian/Eskimo) | [3] |
| 215 | Rosier & Holm, 1980, Rock Point Navajo Program | [3] |
| 237 | Young & Churchman, 1975, Indian Preschool Programs | [3] |
| 217 | Green, 1978, Indian Math Avoidance | [2] |
| 211 | Larson, 1977, Native Indian Education | [2] |
| 224 | McConnell, et al., 1974, Follow Through Programs | [2] |
| 234 | Wieczkiewicz, 1979, Phonic Reading Program | [2] |

Items which tend to deny hypothesis:

229 Ross, et al., 1976,
Indian Career Guidance [3]

Items which are inconclusive regarding the hypothesis:

223 Mallett, 1977,
Language Experience Approach [3]
239 McCartin & Schill, 1977,
Three Modes of Instruction [3]
232 Sault Sainte Marie, 1972,
Open Concept School [3]
226 Edington & Pettibone, 1974,
Project HEED [2]

Items which were excluded because they were weak:

233 Enochs, 1977,
Teacher Perceptions and Achievement [1]
238 Klitza, 1972,
Informal Teaching Techniques [1]
216 Miller, 1977,
Native American Education Program [1]

Items which were excluded because they were judged to be irrelevant to this hypothesis:

212 Spolsky, 1972, Navajo Literacy Projects
214 Faunce, 1969, Teachers of Culturally Disadvantaged
219 Wilson & Black, 1978, Variables/Achievement
220 Alley, et al., 1974, Reading Improvement Strategy
221 LaFromboise, et al., 1980, Positive Helper Attributes
222 Cundick, et al., 1974, Foster Placement Program
225 Aberdeen, 1974, Title I
227 Pecoraro, 1970, Effect of Indian History Lessons
228 Dankworth, 1970, Variables Influencing Achievement
231 Phoenix, 1974, Title I
240 Walter, 1971, Adult Attitude Change
242 Valencia, 1970, Bilingual/Bicultural Instruction
244 Cockerham & Blevins, 1976, Open vs. Traditional School
245 Harkins, et al., 1973, Menominee Education

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AMERICAN INDIAN EDUCATION
Decision Display
#4

Restatement of issue as a hypothesis:

Educational programs which are designed to take into account the special cultural characteristics of Native Americans will yield measurable (or observable) beneficial effects other than improved school improvement.

| Item Number | Short Title | Quality Rating of Study (5 high; 1 low) [ ] |
|---|---|---|
| **Items which tend to support hypothesis:** | | |
| 244 | Cockerham & Blevins, 1976, Open vs. Traditional School | [4] |
| 227 | Pecoraro, 1970, Effect of Indian History Lessons | [4] |
| 241 | Campbell & Kush, 1974, Individualized Learning Center | [3] |
| 210 | Fifield & Farmer, 1976 Navajo Teacher Aides | [3] |
| 223 | Mallett, 1977, Language Experience Approach | [3] |
| 232 | Sault Sainte Marie, 1972, Open Concept School | [3] |
| 217 | Green, 1978, Indian Math Avoidance | [2] |
| 211 | Larson, 1977, Native Indian Education | [2] |
| **Items which tend to deny hypothesis:** | | |
| 226 | Edington & Pettibone, 1974, Project HEED | [2] |
| **Items which are inconclusive regarding the hypothesis:** | | |
| 229 | Ross, et al., 1976, Indian Career Guidance | [3] |

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Items which were excluded because they were weak:

216 Miller, 1977,
Native American Education Program [1]

240 Walter, 1971,
Adult Attitude Change [1]

Items which were excluded because they were judged to be irrelevant to this hypothesis:

209 Kleinfeld, 1972, Effective Teachers of Indians/Eskimos
212 Spolsky, 1972, Navajo Literacy Projects
213 Kleinfled & Kohout, 1974, College Success of Alaska Natives
214 Faunce, 1969, Teachers of Culturally Disadvantaged
215 Rosier & Holm, 1980, Rock Point Navajo Program
218 Whitt & Clark, 1978, IRLDP Evaluation, 76-77
219 Wilson & Black, 1978, Variables/Achievement
220 Alley, et al., 1974, Reading Improvement Strategy
221 LaFromboise, et al., 1980, Positive Helper Attributes
222 Cundick, et al., 1974, Foster Placement Program
224 McConnell, et al., 1974, Follow Through Programs
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228 Dankworth, 1970, Variables Influencing Achievement
230 Berger, et al., 1972, Memory and Reasoning Study
231 Phoenix, 1974, Title I
233 Enochs, 1977, Teacher Perceptions and Achievement
234 Wieczkiewicz, 1979, Phonic Reading Program
235 Kleinfled, 1973, Nonverbal Warmth (Indian/Eskimo)
236 Kleinfled, 1974, Nonverbal Warmth (Eskimo)
237 Young & Churchman, 1975, Indian Preschool Programs
238 Klitza, 1972, Informal Teaching Techniques
239 McCartin & Schill, 1977, Three Modes of Instruction
242 Valencia, 1970, Bilingual/Bicultural Instruction
243 Brown, 1980, Cherokee Culture and Achievement
245 Harkins, et al., 1973, Menominee Education

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SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 209 LOCATION: NWREL Info. Cntr./ERIC

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Kleinfeld, J. Effective teachers of Indian and Eskimo high school students. Fairbanks: University of Alaska, College of Social, Economic and Government Research, 1972. (ERIC/EDRS No. 068 246)

DESCRIPTORS: American Indian Education

SHORT TITLE: Kleinfeld, 1972, Effective Teachers of Indians/Eskimos

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

This study clearly established relationships between teaching styles and student outcomes.

SYNOPSIS:

The study was designed to determine which teaching styles are most effective with Indian and Eskimo students. Ninth grade teachers in two all-Native boarding schools and in five integrated urban schools were observed during the 1970-71 school year. Videotapes of their classroom teaching behavior were analyzed using a model whicn placed each teacher's behavior along a continuum of "active demandingness" to "passive understanding," and along a continuum of "professional distance" to "personal warmth." Ratings along these two axes yielded, for each teacher, one of four stylistic descriptors: "traditionalist," "sophisticate," sentimentalist," or "supportive gadfly." Teachers were also interviewed concerning their perceptions of the students and of effective teaching approaches. Teacher and student perceptions of classroom climate and classmate friendliness were gathered and analyzed in relation to the level of students' verbal classroom participation and their intelligence test performance.

ITEM NUMBER: 209 SHORT TITLE: Kleinfeld, 1972
Effective Teachers of Indians/Eskimos

RESEARCHER'S FINDINGS:

As had been suggested by previous ethnographic studies, the teachers whose students performed best on intelligence tests and engaged in more verbal participation were the "supportive gadflies," who exhibited a great deal of personal warmtn and were actively demanding. Personal warmth, especially as communicated nonverbally through facial expression, body distance and touch, was found to be very effective in eliciting positive outcomes among students. Active demandingness, expressed as the teacher's concern for the student, also produced positive results.

RESEARCHER'S CONCLUSIONS:

Teachers who will be working with Indian and Eskimo students can be more effective if they receive pre- and inservice training which acquaints them with the interpersonal behaviors to which these students respond positively. As many gestures and behaviors carry different meanings in Indian and Eskimo culture than in other cultures, teachers can inadvertently miscommunicate their intent if they are unaware of these differences.

"Careful teacher selection procedures can probably do a great deal to improve the quality of village students' instruction."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 210 LOCATION: NWREL Info. Cntr./Periodicals

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Fifield, M. & Farmer, L. Teacher aides provide direct instruction. Journal of American Indian Education, 1976, 16(1), 13-18.

DESCRIPTORS: American Indian Education

SHORT TITLE: Fifield & Farmer, 1976, Navajo Teacher Aides

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Methods of data collection and analysis are standard and clearly indicate the effectiveness of the resource room treatment.

SYNOPSIS:

This article reports the approach and outcomes of HELP, a Title I project which utilized Navajo teacher aides at a Navajo boarding school. Two Navajo women with high school educations were given inservice training to equip them to provide supplemental, individualized instruction to children with specific language and reading needs. The Distar Language and Reading Program was used. Inservice sessions involved modeling, role playing and demonstration activities. During the course of the project, the aides periodically made tapes of lessons they conducted so that a Distar trainer could critique them. Fifty primary-age children, who were referred by regular classroom teachers, received instruction from the aides in a resource room setting. Data on 50 control students were also kept for comparison. Three achievement tests (Wide Range Achievement Test, Criterion-Referenced Test of Word Recognition and a Stanford Achievement subtest) were administered before and after the project.

ITEM NUMBER: 210 SHORT TITLE: Fifield & Farmer, 1976
Navajo Teacher Aides

RESEARCHER'S FINDINGS:

Experimental students made greater gains than control students on two of the tests and their gains were equal on the third test.

"In addition to the objective data significant changes were also reported by the teachers and aides on the attitudes of the participating children."

RESEARCHER'S CONCLUSIONS:

"Utilizing aides in this capacity [i.e., in an instructional program with inservice training and with very specific materials, modeling, drills, monitoring and reinforcement] appears to have the following advantages: (1) they can be assigned in much less time than professional staff...; (2) they are not required to assume additional assignments; (3) ...the cultural variances unique and important to Navajo children can be related to the task of acquiring language and reading skills."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 211 LOCATION: NWREL Info. Cntr./ERIC

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Larson, W. L. Pygmalion in Native Indian Education. Paper presented at the annual meeting of the Rural Sociological Society, Madison, Wisconsin, 1977. (ERIC/EDRS No. ED 144 744)

DESCRIPTORS: American Indian Education

SHORT TITLE: Larson, 1977, Native Indian Education

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This study relies on the opinions of survey respondents about school climate, but is nevertheless an illuminating description of factors which enhance or inhibit school success.

SYNOPSIS:

This study was designed to determine whether teachers of Indian students perceived these students as less capable because they were Indian. Questionnaires were given to 60 student teachers and teacher assistants in schools where Indian students comprised some or nearly all of the student population. Respondents answered questions about the attitudes of teachers in their schools toward the students. Fifty-two questionnaire receipients responded to a variety of questions concerning differential treatment of students based on academic performance, ethnic membership and family income. Other questions were concerned with respondents' perceptions of school climate, and of effective and ineffective teachers. Twenty student teachers were also interviewed concerning student-teacher relationships in their schools.

ITEM NUMBER: 211 SHORT TITLE: Larson, 1977
Native Indian Education

RESEARCHER'S FINDINGS:

The differential treatment of students based on family income levels, academic performance and ethnicity was not widespread, although there was a tendency for poor students to get more punishment and less praise and for Indian students to be perceived as poor performers. Most of the interview respondents indicated that some teachers in their schools held stereotypes of Indian children and parents.

Interview respondents indicated that the teachers in their schools who worked effectively with Indian children were willing to listen, were tolerant of different attitudes and ways of life and were warm and personal in their approach. These teachers also expected students to perform well.

RESEARCHER'S CONCLUSIONS:

The researchers cited several recommendations offered by the survey respondents. These include: (1) advising new teachers in schools with Indian students to gain those students' trust and confidence before making demands; (2) hiring teachers who have attributes to which Indian students respond positively; (3) providing teacher training in Indian culture and social organization; (4) encouraging teachers to become involved in community activities; (5) making clear to students what is expected of them; (6) providing more information to students on their options for the future; (7) making subject matter more relevant; (8) working to improve student self-concepts; and (9) providing love, trust and friendship to break the barriers that have been established between Indian culture and the larger culture.

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 212 LOCATION: NWREL Info. Cntr./ERIC

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Spolsky, B. The situation of Navajo literacy projects. Navajo reading study progress report No. 17. Albuquerque: New Mexico University, 1972. (ERIC/EDRS 068 227)

DESCRIPTORS: American Indian Education

SHORT TITLE: Spolsky, 1972, Navajo Literacy Projects

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT X FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

This is one of a series of reports of Navajo language development needs.

ITEM NUMBER: 212 SHORT TITLE: Spolsky, 1972
Navajo Literacy Projects

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 213 LOCATION: NWREL Info. Cntr./Periodicals

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Kleinfeld, J. S. & Kohout, K. L. Increasing the college success of Alaska Natives. Journal of American Indian Education, 1974, 13(3), 27-31.

DESCRIPTORS: American Indian Education

SHORT TITLE: Kleinfeld & Kohout, 1974, College Success of Alaska Natives

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Detail on program activities is not provided, but the researchers' analysis does indicate that program participation was advantageous.

SYNOPSIS:

This study compared the academic achievement rates of Eskimo, Indian and Aleut students who participated in the University of Alaska's Special Services Program with those of Native students who did not participate. Success rates of Native students from different kinds of high school environments were also compared. Data on Native students who were enrolled at the University of Alaska from 1968 to 1972 were analyzed. Success was defined as earning at least a 2.0 (passing) grade point average while averaging 7.5 credits.

The Special Services Program provided counseling and assistance to Native students. Program offerings included special transitional college courses, such as developmental reading and special English courses provided in combination with other subject areas courses.

ITEM NUMBER: 213 SHORT TITLE: Kleinfeld & Kohout, 1974
College Success of Alaska Natives

RESEARCHER'S FINDINGS:

Native students who participated in the Special Services Program were more successful than those who did not participate. This was especially true for students whose initial test scores were in the low-medium ranges and for students who took three or more Special Services Program credits.

The high school background of the students was also related to success rates in college, with students from parochial boarding schools outperforming those from public boarding schools, public Native majority schools and public White majority schools. Public boarding school students were the least successful.

RESEARCHER'S CONCLUSIONS:

"The college success of Alaska Natives at the University of Alaska at Fairbanks has markedly increased for Natives with low and medium levels of academic preparation, due in large part to the Special Services Program with its emphasis on transitional courses.

"...public schools can learn much from the educational goals and climate of fine parochial boarding schools."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 214 LOCATION: NWREL Info. Cntr./ERIC

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Faunce, R. N. Attitudes and characteristics of effective and not effective teachers of culturally disadvantaged children. Minneapolis: Minneapolis Public Schools, 1969. (ERIC/EDRS No. 039 298)

DESCRIPTORS: American Indian Education

SHORT TITLE: Faunce, 1969, Teachers of Culturally Disadvantaged

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT X FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

This study concerned urban black children from low-income families.

ITEM NUMBER: 214 SHORT TITLE: Faunce, 1969
Teachers of Culturally Disadvantaged

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 215 LOCATION: NWREL Info. Cntr./ERIC

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Rosier, P. & Holm, W. The Rock Point experience: A longitudinal study of a Navajo school program (Saad Naaki Bee Na'nitin). Bilingual Education Series: 8. Papers in Applied Linguistics. Washington, D. C.: Center for Applied Linguistics, 1980. (ERIC/EDRS No. ED 195 363)

DESCRIPTORS: American Indian Education, Bilingual Education

SHORT TITLE: Rosier & Holm, 1980, Rock Point Navajo Program

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Limiting factors on the study included the lack of random selection of control schools, shifting student populations over time, and the fact that the bilingual program introduced other factors (e.g., increased parent involvement) which may have affected outcomes. It is, nevertheless, a carefully conducted study.

SYNOPSIS:

This longitudinal study was conducted between 1975 and 1977 to determine the effects of a bilingual education program, as compared with an English-only program, on the later reading and arithmetic achievement of Navajo children. The sample consisted of two groups of students who spoke only Navajo before entering school. The first group were students from Rock Point Community School in Arizona who were taught to read in Navajo in first grade and in English in second grade. This group also received initial mathematics

ITEM NUMBER: 215 SHORT TITLE: Rosier & Holm, 1980
Rock Point Navajo Program

instruction in Navajo and later were taught in English. Students from seven BIA schools comprised the control group. These students were taught to read in English only, and received mathematics instruction only in English. Participating children were extensively pre- and post-tested throughout the course of the study to examine their achievement growth rates in mathematics and reading.

RESEARCHER'S FINDINGS:

Rock Point students, who had received initial instruction in Navajo and later in Englisn, outperformed the BIA school students in reading and in word study skills by the third grade. Rock point students achieved more in mathematics than did BIA school students by the end of fourth grade. Other evaluations of the program show that by sixth grade, the Rock Point students receiving initial instruction in Navajo continued to outperform their counterparts who received instruction in English only.

RESEARCHER'S CONCLUSIONS:

"It would appear...that ability in English...is not necessarily a simple function of the length or amount of in-school exposure to English.... Similar patterns in the results of reading, arithmetic and EFL (English as a Foreign Language) tests strongly suggest that the results of initial instruction in Navajo may be cumulative: at each grade above the second or third, the bilingual students' scores diverge further from those of the EFL direct method students and converge closer toward national norms."

REVIEWER'S NOTES AND COMMENTS:

An appendix to the report contains a literature review on bilingual education research with students other than bilingual Navajo children.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 216 LOCATION: NWREL Info. Cntr./ERIC

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Miller, H. L. Native American Education Program, 1976-1977: Evaluation Report. Brooklyn: New York City Board of Education, 1977. (ERIC/EDRS No. ED 144 766)

DESCRIPTORS: American Indian Education

SHORT TITLE: Miller, 1977, Native American Education Program

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) [1] 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Data were insufficient to allow conclusions about program effectiveness.

SYNOPSIS:

This report discusses the degree to which the various parts of New York's Native American Education Program were successful in meeting their objectives during the 1976-77 school year. The evaluator analyzed program records, administered questionnaires, conducted interviews and used other means to determine the program's success in meeting five major objectives: 1) to engender knowledge of and respect for Native American culture and heritage; 2) to operate a resource center for students and teachers; 3) to support career preparation and reduce the dropout rate through the provision of informational, tutorial and guidance services; 4) to promote achievement growth in mathematics and English; and 5) to increase communication among Native American groups in New York City.

ITEM NUMBER: 216 SHORT TITLE: Miller, 1977
Native American Education Program

RESEARCHER'S FINDINGS:

Lack of data on participants, activities and outcomes was a major barrier to evaluating the program. Anecdotal reports indicated that children liked the activities provided in dance, arts and crafts, etc. Resource Center records were sparse, though staff reported that students and community members checked out materials. Only 30 children received tutoring and, again, data were inadequate on activities and outcomes. No data were available on counseling and guidance. Program staff reported increased communication and interaction among Native American groups in the community.

RESEARCHER'S CONCLUSIONS:

The evaluator recommended that program objectives be redrafted, that steps be taken to identify and engage the interest of Native American students eligible for program participation, and that documentation be improved.

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 217 LOCATION: NWREL Info. Cntr./ERIC

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Green, R. Math avoidance: A barrier to American Indian science education and science careers. BIA Education Research Bulletin, 1978, 6(3), 1-12. (ERIC/EDRS No. ED 170 084)

DESCRIPTORS: American Indian Education

SHORT TITLE: Green, 1978, Indian Math Avoidance

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Information gathering and analysis methods are not detailed for either the "barriers" study or the evaluations of the successful school programs.

SYNOPSIS:

This article reports the results of a BIA study intended to determine the attitudes of American Indians towards mathematics, toward careers involving the use of mathematics, and toward themselves as mathematics students. The majority of respondents were found to have very negative attitudes toward most or all aspects of mathematics. The author then reported the findings of research on some programs which have produced more positive outcomes among American Indian mathematics students. These include: a program at Bacone College, Muskogee, Oklahoma, funded by the National Science Improvement Program; a program operated by the BIA Indian Services Office and the Indian Engineering Program at the University of Oklahoma; and a program operated by the Minority Biomedical Sciences Progaram at Southwestern Oklahoma State University.

ITEM NUMBER: 217 SHORT TITLE: Green, 1978
Indian Math Avoidance

RESEARCHER'S FINDINGS:

The successful programs were found to have the following characteristics: tutoring (much of it provided by Indian tutors); individualized programs which do not require taking tests; teachers and tutors who are liked and trusted by the students; and working with other students who have a history of problems with mathematics.

RESEARCHER'S CONCLUSIONS:

"Individualized, non-competitive, programs or relationship-based instruction, tutorials, math anxiety clinics and individual therapeutive sessions for more deeply seated and debilitating problems, exposure to Indian role models in math and math-related fields as well as to Indian peer tutors, programs and courses with an applied focus directly related to a career of community need, initial mathematics skills education based on the math of everyday life culturally based mathematics education, demonstrations of processes rather than the formulaic applications of rules to obtain product-answers--all could make the difference in the mathematics experience and competency of Indian students."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 218 LOCATION: NWREL/Indian Program

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Whitt, S. & Clark, R. 1976-77 Summative Evaluation Report for the Pacific Northwest Indian Reading and Language Development Program. Portland: Northwest Regional Educational Laboratory, 1978.

DESCRIPTORS: American Indian Education

SHORT TITLE: Whitt & Clark, 1978, IRLDP Evaluation, 76-77

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

Although some methodological problems were noted, this is a well-designed and conducted evaluation.

SYNOPSIS:

This report presents findings emerging from an evaluation of a supplementary reading/language arts curriculum and teacher inservice process developed by the Pacific Northwest Indian Reading and Language Development Program, Northwest Regional Educational Laboratory. Designed to offer culturally relevant reading and language arts activities, the program was field tested during the 1976-77 school year with 12 first grade classes, 12 second grade classes and 12 third grade classes. In half of these classes, the teachers received ongoing inservice assistance; in the other half they did not. Data on a control group of 18 classes were also kept and analyzed. Indian students in participating classrooms were pre- and post-tested for language production

and fluency. Third graders were pre- and post-tested on reading attitudes. Teachers in the treatment groups were observed and surveyed to determine changes in attitude or behavior. Interviews with 160 parents of treatment students were conducted to gather their opinions of the program and to document activities taking place at home.

RESEARCHER'S FINDINGS:

There were no differences between inservice and no-inservice teachers, though both of these groups used more language experience approach activities in their classrooms than did control teachers.

First and second grade Indian students using the IRLDP curriculum showed excellent gains in oral language production and complexity; they and third graders in the inservice group outperformed control students. Children initially identified as low responders made greater gains in IRLDP classes than in control classes.

Methodological problems interfered with documentation of the effects of program participation on reading attitudes, self-confidence and preference of curriculum materials.

Parents overwhelmingly found the IRLDP materials useful and worthwhile, and they reported more family involvement with them than with other school materials.

RESEARCHER'S CONCLUSIONS:

"...although the data are not conclusive, they are very positive and supportive. Therefore, despite...methodological concerns...the evaluation staff feel justified in supporting the contention that the IRLDP curriculum, if properly implemented, can have a significant and positive impact on students' oral language production and classroom participation."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 219 LOCATION: NWREL Info. Cntr./ERIC

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Wilson, J. G. & Black, A. B. Native American Indians and variables that are interrelated with academic achievement. Paper presented at the annual meeting of the Mid-America Association of Educational Opportunity. Fontana, Wisconsin, November 1978. (ERIC/EDRS No. ED 165 964)

DESCRIPTORS: American Indian Education

SHORT TITLE: Wilson & Black, 1978, Variables/Achievement

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS _X_

RELEVANT ___ IRRELEVANT _X_ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

Drawing on the body of literature dealing with variables which influence achievement, the authors argue that many of these variables work against Native Americans in the school system. The paper is neither a review nor a study.

ITEM NUMBER: 219 SHORT TITLE: Wilson & Black, 1978
Variables/Achievement

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 220 LOCATION: NWREL Info. Cntr./Periodicals

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Alley, R. D., Davison, R. G., Kelley, W. T. & Kimble, R. L. A reading improvement strategy. Journal of American Indian Education, 1974, 13(2), 14-20.

DESCRIPTORS: American Indian Education, Learning Resource Centers

SHORT TITLE: Alley, et al., 1974, Reading Improvement Strategy

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Though the evaluation was well-designed and conducted, inferences are limited by the lack of control groups.

SYNOPSIS:

The reading improvement program described in this article was designed to raise the reading skill level of Indian students at Chilocco School in Oklahoma who were at least two years below grade level in reading. This Title I program involved administering achievement and assessment tests to students. Sixty-two students in grades 9-12 were enrolled in the program and received 50 minutes of instruction daily for three months. Class size was 15-20, and students met in the school's reading center. Reinforcement activities were selected based on individual needs, with activities organized around the interests of each student. Additional incentive was provided by the promise of a tangible reward (e.g., portable radio) if significant

progress was made. University-based consultants worked closely with teachers and aides, making suggestions, helping with student evaluations, etc. The program provided human relations training and corrective reading inservice activities to staff. Post-tests were administered to the 52 students who finished the course.

RESEARCHER'S FINDINGS:

Significant gains occurred at all four grade levels and in both vocabulary and comprehension. The mean range of increase was 1.2 years, and some students increased their reading skills in excess of 3.5 years.

RESEARCHER'S CONCLUSIONS:

"1. The corrective reading program was effective in improving reading achievement in an accelerated manner.

2. The availability of university consultants working closely with staff and students may have been a variable contributing to successful student performance.

3. A diversified program of reading activities was an effective approach in improving reading achievement.

4. Reinforcement of affective behaviors through increased individual contacts coupled with a variety of programs and activities, seemed to provide motivational levels at or above normal expectancy.

5. A tangible reward system may have been in additional factor contributing to the high level of gain reported."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 221 LOCATION: PSU Library

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: LaFromboise, T., Dauphinais, P., & Rowe, W. Indian students' perceptions of positive helper attributes. Journal of American Indian Education, 1980, 19(3), 11-16.

DESCRIPTORS: American Indian Education

SHORT TITLE: LaFromboise, et al., 1980, Positive Helper Attributes

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ___ IRRELEVANT _X_ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This study was well-designed and conducted.

SYNOPSIS:

This study sought to identify the attributes which Indian and non-Indian high school students think are important in a counselor or other helper. A total of 150 Indian and 50 non-Indian 11th and 12th grade students participated in a survey by completing questionnaires. Participants were divided into four categories of 50 students each: 1) non-Indians; 2) Indians attending boarding schools; 3) Indians attending metropolitan high schools; and 4) Indians attending rural high schools. All students responded to the part of the questionnaire which asked them to indicate the importance of various characteristics and behaviors in a "helpful person." The Indian students also indicated what aspects of Indian culture a helpful person should know in order to help Indian students. The researchers cited findings for all students, for Indians compared with non-Indians by sex of respondents and by the type of school attended by Indian students.

ITEM NUMBER: 221 SHORT TITLE: LaFromboise, et al., 1980
Positive Helper Attributes

RESEARCHER'S FINDINGS:

There were few differences between Indian and non-Indian students as regards the characteristics which a "helper" should possess. The Indian students attending different kinds of schools were also in general agreement. All students cited being able to trust a helper as the most important factor.

Indian students placed more importance on a helper knowing about practically useful information (BIA applications, college grant forms, opportunities for Indian people) than on personal, culturally oriented understandings (traditions, rituals).

RESEARCHER'S CONCLUSIONS:

None drawn.

REVIEWER'S NOTES AND COMMENTS:

While this study is a little off-purpose for drawing conclusions about effective educational practices for Indian students, it does demonstrate that such students place a value on counselor knowledge and behavior which are responsive to their special needs.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 222 LOCATION: NWREL Info. Cntr./Periodicals

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Cundick, B. P., Gottfredson, D. K., & Willson, L. Changes in scholastic achievement and intelligence of Indian children enrolled in a foster placement program. Developmental Psychology, 1974, 10, 815-820.

DESCRIPTORS: American Indian Education, Family Environment

SHORT TITLE: Cundick, et al., 1974, Foster Placement Program

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

The authors cite several drawbacks to the rigor of this study, including incomplete data, lack of control group, etc.

SYNOPSIS:

This longitudinal study was designed to determine whether the school achievement of Indian students who participated in the Indian Placement Program (sponsored by the Mormon Church) for five or more consecutive years compared more favorably with national norms than the achievement of Indian students in other kinds of programs. The Indian Placement Program involves Indian children living with white families and going to public school during the school year, then returning home to live their their families during the summer vacation. Data on 84 program participants who had been in the program five or more years were analyzed. The outcome measures investigated were math, reading, language and IQ.

ITEM NUMBER: 222 SHORT TITLE: Cundick, et al., 1974
Foster Placement Program

RESEARCHER'S FINDINGS:

Achievement and IQ scores of program participants were found to be below national norms and to follow the same achievement pattern as revealed by studies of other Indian groups and of inner city black students.

RESEARCHER'S CONCLUSIONS:

"In summary, the data from this study do not support the hoped-for educational advantages of this program..."

REVIEWER'S NOTES AND COMMENTS:

The students whose records were analyzed were mostly Navajos. Others were Hopis, Utes, Apaches, Hualupais, Pimas and Zunis.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 223 LOCATION: NWREL Info. Cntr./Periodicals

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Mallett, G. Using language experience with junior high Native Indian students. Journal of Reading, 1977, 21, 25-28.

DESCRIPTORS: American Indian Education, Teaching Methods

SHORT TITLE: Mallett, 1977, Language Experience Approach

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

The author cites factors other than the treatment which may have affected the outcomes, but the study was well-designed and conducted.

SYNOPSIS:

This study was designed to compare the effects of using a language experience approach to conduct remedial reading with those produced by traditional remedial instruction. Twenty-one Native Indian students in grades 8 and 9 were placed, along with 42 non-Indian students, in six remedial reading classes. All students were placed in the classes on the basis of low scores on vocabulary and comprehension tests. Ten Indian students were distributed among the three experiemental (language experience approach) classes, and 11 were in the control classes. Children in both groups were pre- and post-tested in vocabulary and comprehension, writing and attitude toward reading. Experimental subjects used student-developed materials, participated in class discussions, wrote stories and plays in small groups, and received

instruction individually. Control subjects took standardized tests, received specific skill instruction and completed prepared materials such as workbooks. Experimental and control students then received the opposite instructional program. Each treatment period lasted eight weeks.

RESEARCHER'S FINDINGS:

There were no statistically significant differences in vocabulary gains or in comprehension between the two treatments.

Writing achievement gain was significantly better (.05 level) and improvements in attitude were greater (.01 level) with the language experience approach.

(Only the data on the Indian students were analyzed for this report.)

RESEARCHER'S CONCLUSIONS:

"...it seems reasonably sound to suggest that the language experience approach may be an alternative for the instruction of Native Indian and non-Indian junior high remedial students, being as effective as a traditional approach for vocabulary and comprehension, and possibly superior for writing and attitude improvement."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 224 LOCATION: NWREL Info. Cntr./ERIC

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: McConnell, B., et al., Follow Through on Indian reservations (An educational program for children in kindergarten through third grade). What difference has it made? And what would happen if the program is discontinued? Pullman, Washington: National Indian Follow Through Advisory Council, 1974. (ERIC/EDRS No. ED 134 376)

DESCRIPTORS: American Indian Education

SHORT TITLE: McConnell, et al., 1974. Follow Through Programs

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Methodology data analysis methods are not specified.

SYNOPSIS:

This report presents findings emerging from a comparison of the educational situation on six Indian reservations before and after the implementation of Follow Through programs. Data were analyzed on student achievement, degree of participation by parents in school programs, Indian representation on school staffs, parent surveys, etc.

ITEM NUMBER: 224 SHORT TITLE: McConnell, et al, 1974
Follow Through Programs

RESEARCHER'S FINDINGS:

Students in three of the four programs which used the Wide Range Achievement Test had reading skills scores above the national average. Third graders who had been in the programs since their inception achieved significantly higher than children of that age prior to program implementation. Students who began the program in kindergarten showed higher achievement than those who began in first grade.

Data from a reservation where an experimental program was discontinued revealed that student scores, which had improved with the program, declined when the program ended.

The Follow Through programs increased the number of school staff positions filled by Indians and resulted in increased parent involvement. Incorporation of Indian language and culture into the curriculum has resulted. There is considerable parental support for the programs.

RESEARCHER'S CONCLUSIONS:

"The educational achievement of reservation children has been dramatically improved by Follow Through."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 225 LOCATION: NWREL Info. Cntr./ERIC

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Aberdeen area final evaluation report, ESEA Title I, fiscal year 1974. Washington, D.C.: Bureau of Indian Affairs, U. S. Department of the Interior, 1974. (ERIC/EDRS No. ED 107 414)

DESCRIPTORS: American Indian Education

SHORT TITLE: Aberdeen, 1974, Title I

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This compilation of project evaluation summaries does not provide detail on program or evaluation activities. Records of student achievement gains in pre-program years serve as the "control."

SYNOPSIS:

This is a compilation of 37 two-page summaries of evaluation reports submitted by Title I projects in North and South Dakota at the end of FY 74. Nearly all of these projects were contracted and administered by Indian tribes or Indian school boards. Schools identified the academic deficiencies of their students, planned and implemented remediation activities, and many projects provided support activities as well. Most projects provided special instruction in reading and mathematics to supplement regular instruction. This usually took the form of individualized instruction using a diagnostic-prescriptive approach.

ITEM NUMBER: 225 SHORT TITLE: Aberdeen, 1974
Title I

RESEARCHER'S FINDINGS:

Generally speaking, student achievement gains were greater--and often dramatiacally greater--after project participation than those of students at the same grade levels in years prior to Title I project implementation. All projects were concerned with reading or reading and math. Other areas included language, social sciences, science and special education.

RESEARCHER'S CONCLUSIONS:

None drawn.

REVIEWER'S NOTES AND COMMENTS:

See also Item Report No. 231.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 226 LOCATION: NWREL Info. Cntr./ERIC

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Edington, E., & Pettibone, T. Project HEED. Final Evaluation Report, 1973-74. Las Cruces: New Mexico State University, 1974. (ERIC/EDRS No. ED 092 297)

DESCRIPTORS: American Indian Education

SHORT TITLE: Edington & Pettibone, 1974, Project HEED

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

The analysis was based on partial data, and there were no control students.

SYNOPSIS:

This evaluation report discusses the outcomes of Project HEED (Heed Ethnic Educational Depolarization) during 1973-74, the third year of project operation. Supported by Title III, ESEA funds, Project HEED served approximately 1,100 students in grades K-8 on six Indian reservations in New Mexico. Project HEED offered a variety of activities aimed at and improving students' reading skills; developing awareness and understanding of Indian culture and improving student self-concept; and meeting the special educational needs of Indian children. Program accomplishments from previous years are cited, followed by a description of 1973-74 program activities and evaluation information. Data were gathered via reading achievement tests, self-concept and self-appraisal inventories, surveys and interviews with teachers and parents, and classroom observation.

ITEM NUMBER: 226 SHORT TITLE: Edington & Pettibone, 1974
Project HEED

RESEARCHER'S FINDINGS:

Improvement of reading skills: For grades K-3 significant gains were made. Grades 4, 5 and 6 showed improvements, but at a slower rate than the primary children. A few 7th and 8th graders showed slight gains; many showed little or no reading growth.

Development of cultural awareness and self-concept: Little or no change in self-concept occurred, and older children had lower self-concept scores than younger children. The cultural awareness aspect of the program was not well-organized nor fully implemented.

Meeting special education needs: Services expanded, but data on the effects of increased services were not available.

RESEARCHER'S CONCLUSIONS:

The evaluators recommended that: reading improvement activities be intensified, cultural awareness activities be planned early in the year and continued throughout the year, program activities be better documented, and activities be undertaken to enhance student self-concept.

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 227 LOCATION: NWREL Info. Cntr./ERIC

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Pecoraro, J. The effect of a series of special lessons on Indian history and culture upon the attitudes of Indian and non-Indian students. Augusta: Maine State Department of Education, 1970. (ERIC/EDRS No. ED 043 556)

DESCRIPTORS: American Indian Education

SHORT TITLE: Pecoraro, 1970, Effect of Indian History Lessons

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a good study yielding clear findings.

SYNOPSIS:

This study was designed to examine: 1) the effect of a special Indian History and Culture Program on the attitude toward Indians of Passamaquoddy Indian and non-Indian children, and 2) the effect of the program on the self-concepts of the Indian children. Eighty students in grades four, five and six comprised the treatment groups, and 100 students of the same age/grade levels made up the control group. Each group contained two subgroups--one of reservation Indian students and one of non-Indian students. During the 1969-70 school year, the treatment group participated in an Indian History and Culture Program which used a multimedia approach to point out the contribution of Passamaquoddy and other American Indians to the history and culture of the

ITEM NUMBER: 227 SHORT TITLE: Pecoraro, 1970
Effect of Indian History Lessons

U.S. A positive image of Indians was presented and the program stressed student involvement. Students were pre- and post-tested using a semantic differential, an attitude scale and a series of open-sentence stems.

RESEARCHER'S FINDINGS:

Non-Indian children in the treatment group had improved attitudes toward Indians after the lessons, and there was even greater improvement in the attitudes of Indian children toward Indians. Attitudes of non-treatment children were much lower and did not change.

In addition to the numerical evidence, the researcher offered anecdotal evidence, unsolicited letters he received and other implications that the program produced positive changes of attitude on the part of the treatment students and their families and of school staff.

RESEARCHER'S CONCLUSIONS:

"There is much evidence that the treatment produced a positive change of attitude on those children who received it. There is some evidence, though not nearly so much, that the treatment produced more positive change on the part of the Indians receiving it than the non-Indians receiving it. It may be noted that the Indian children tested lower on the pre-test than the non-Indian children, and there is a possibility that, since there was more room for improvement of attitude for the Indians, their gains were larger."

REVIEWER'S NOTES AND COMMENTS:

The paper includes copies of curriculum materials and testing instruments.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 228 LOCATION: NWREL Info. Cntr./ERIC

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Dankworth, R. T. Educational achievement of Indian students in public secondary schools as related to eight variables, including residential environment. Logan: Utah State University, May 1970. (ERIC/EDRS No. ED 042 526)

DESCRIPTORS: American Indian Education

SHORT TITLE: Dankworth, 1970, Variables Influencing Achievement

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT X FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

This study identifies a number of factors related to the achievement of the student sample, but there is no information about the programs of instruction in which these students participated.

ITEM NUMBER: 228 SHORT TITLE: Dankworth, 1970
Variables Influencing Achievement

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 229 LOCATION: NWREL Info. Cntr./ERIC

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Ross, D. R., et al. Career guidance for Indian youth. Final Report. Parker, Arizona: Colorado River Indian Tribes, 1976 (ERIC/EDRS No. ED 132 366)

DESCRIPTORS: American Indian Education, Career Guidance

SHORT TITLE: Ross, et al., 1976, Indian Career Guidance

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This study was well-designed and carried out.

SYNOPSIS:

This study compared data on Indian high school students who had participated in a career guidance project with data on several Indian and non-Indian control groups who did not participate in the project. Twenty-three treatment students and 143 control students, who had been matched for age, sex, IQ and achievement, comprised the sample. Treatment students participated in seminars, field trips, individual and group counseling, etc., designed to familiarize them with career opportunities, reduce the dropout rate and the incidence of delinquent behavior, increase motivation, increase student contact with successful Indian adults in the work force, and so on. Data on achievement, dropout rate, incidence of contacts with the law and other factors were analyzed. Parent and school staff perceptions were gathered.

ITEM NUMBER: 229 SHORT TITLE: Ross, et al., 1976
Indian Career Guidance

RESEARCHER'S FINDINGS:

Treatment students had no greater awareness of vocational opportunities than control students. Treatment students had a significantly smaller dropout rate and far fewer conference reports of inappropriate behavior. All groups had equal incidences of tardiness and absences. There were no significant differences between the grade point average of treatment and control students. Treatment students did not have fewer contacts with the law after program participation. Treatment students had more contacts with successful Indian adults after the programs than before.

RESEARCHER'S CONCLUSIONS:

The conclusions are in the form of recommendations for program improvement. These include: hiring a liaison counselor, providing incentives for school staff to participate in more program activities and forming a parent advisory committee.

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 230 LOCATION: NWREL Info. Cntr./ERIC

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Berger, A., et al. A report on Indian education: (A) In-depth study of nine Indian families; (B) Memory and reasoning in Native children: An effort at improvement through the teaching of cognitive strategies. Edmonton: Alberta University, 1972. (ERIC/EDRS No. ED 071 812)

DESCRIPTORS: American Indian Education

SHORT TITLE: Berger, et al., 1972, Memory and Reasoning Study

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This study was well designed and carried out, however, the amount of treatment provided was so small as to preclude important generalizations.

SYNOPSIS:

Part A of this report describes a study in which nine Canadian Indian families were interviewed concerning their needs and concerns regarding "education, culture and related matters". This investigation was undertaken in order to gather information which would be used in developing a language arts curriculum for Indian students.

Part B was a study involving 40 children from five third and fourth grade classes who had been identified as the lowest achievers in their grades. Extensive testing (IQ, perception, visual, auditory discrimination, etc.) revealed that these children were deficient in sequential learning processes.

ITEM NUMBER: 230 SHORT TITLE: Berger, et al., 1972
Memory and Reasoning Study

Children were divided into two groups--maximum and minimum treatment. Children in the maximum treatment group received approximately 14 hours of instruction in the language arts program, and the minimum treatment group received approximately three hours. Students were retested and the results were analyzed by analysis of variance, covariance, stepwise regression analysis and factor analysis.

RESEARCHER'S FINDINGS:

"The main finding was a significant improvement in auditory and visual memory in the group receiving maximum remediation, when compared with the minimum remediation group."

RESEARCHER'S CONCLUSIONS:

"If it turns out that cultural differences result in differing cognitive strategies, as has been demonstrated by [previous research], then a decision must be taken about the manner in which the differences are to be handled."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 231 LOCATION: NWREL Info. Cntr./ERIC

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Report of Final Evalution, ESEA Title I Projects, Fiscal Year 1974, Phoenix Area. Washington, D.C.: Bureau of Indian Affairs, Department of the Interior, 1974. (ERIC/EDRS No. ED 106 033)

DESCRIPTORS: American Indian Education

SHORT TITLE: Phoenix, 1974, Title I

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE _X_ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Detail on project activities and evaluation activities is sparse.

SYNOPSIS:

This report summarizes the activities and evaluations of Title I projects operating in 23 schools in the BIA Phoenix Area during 1974. Data are presented on enrollment; student participation in the projects by component and school; parent involvement; and student achievement in reading, language, mathematics, science and special education.

ITEM NUMBER: 231 SHORT TITLE: Phoenix, 1974
Title I

RESEARCHER'S FINDINGS:

Students in eight of the eleven grades analyzed made achievement gains equal to or above the national average in reading and math. Special education students made greater gains than would have been expected without Title I project participation. In language, student achievement exceeded the national average in all grades but one. Seventh graders made greater gains in science than the national average. Third and fourth grade special education students made gains in overall academic performance in excess of the national average.

RESEARCHER'S CONCLUSIONS:

"The data presented in this report clearly show that most of the Title I projects were highly successful in FY 74."

REVIEWER'S NOTES AND COMMENTS:

See also Item Report No. 225.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 232 LOCATION: NWREL Info. Cntr./ERIC

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Open concept school for Indian Education. End of budget report, 1972-73. Sault Sainte Marie, Michigan Public Schools, 1972. (ERIC/EDRS No. ED 091 117)

DESCRIPTORS: American Indian Education

SHORT TITLE: Sault Sainte Marie, 1972, Open Concept School

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a good study, though some data were lacking and some cells were very small.

SYNOPSIS:

This report presents the outcomes of a Title I open concept school program for the 1972-73 school year. Finlayson School was the program site, with 190 students, 3-14 years of age, of whom 103 were Indians. The report describes the degree to which the program was successful in meeting its objectives, and Finlayson students' achievement data were compared with those of students from a control school, Garfield, which used a traditional approach to instruction. Experimental and control teachers were observed, parent and staff questionnaires were administered, and achievement data were analyzed. Experimental and control students were given achievement, mental ability,

perceptual-motor and other tests before and after the program was conducted. Comparisons were made between Indian and non-Indian program participants in some areas.

RESEARCHER'S FINDINGS:

Experimental students made significant gains in mathematics and dramatically outperformed control students. Control students gained more than experimental students in perceptual-motor skills and in language arts achievement.

Parent attitudes were positive toward the program, vandalism decreased and attendance rates improved.

The language arts program appeared to be effective for non-Indians, but not especially helpful to Indians. Indians did make impressive gains in social studies, science and arithmetic.

RESEARCHER'S CONCLUSIONS:

The language arts program should be changed to meet the needs of the students.

"In general, the open concept program has exhibited success in improving the cognitive capabilities of its students (with some curricular exceptions), has had some influence in the affective domain that can be identified, and has altered conventional staffing and student management procedures."

REVIEWER'S NOTES AND COMMENTS:

There are other published evaluation reports on this school program and its outcomes during other years. Outcomes have been generally positive.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 233 LOCATION: NWREL Info. Cntr./ERIC

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Enochs, J. R. The relationship between Indian teachers' and non-Indian teachers perceptions of Indian first graders and student achievement in reading, 1977. (ERIC/EDRS No. ED 148 543)

DESCRIPTORS: American Indian Education, Teacher Characteristics

SHORT TITLE: Enochs, 1977, Teacher Perceptions and Achievement

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ___ IRRELEVANT X FOR PRESENT PURPOSE

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) [1] 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

The sample was very small, the study has many methodological problems, and the findings are self-contradictory.

SYNOPSIS:

This study was designed to determine if differences existed between Indian and non-Indian teachers' perceptions of Indian students, and if relationships existed between teachers' perceptions and student achievement. Four teachers, two Indian and two non-Indian, and their 72 first grade Indian students participated in the study. The children's reading readiness was tested, and teachers completed a checklist which revealed their pereptions of their students. Students then received 25 weeks of instruction, whereupon they were retested.

ITEM NUMBER: 233 SHORT TITLE: Enochs, 1977
Teacher Perceptions and Achievement

RESEARCHER'S FINDINGS:

The Indian teachers were found to have much more positive perceptions of their students than the non-Indian teachers. There was no reading achievement difference between the students of Indian teachers and the students of non-Indian teachers. There was a positive relationship between teacher perception and student reading achievement.

RESEARCHER'S CONCLUSIONS:

The author recommends additional research with other populations.

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 234 LOCATION: NWREL Info. Cntr./Periodicals

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Wieczkiewicz, H. C. A phonic reading program for Navajo students. Journal of American Indian Education, 1979, 18(3), 20-27.

DESCRIPTORS: American Indian Education, Teaching Methods

SHORT TITLE: Wieczkiewicz, 1979, Phonic Reading Program

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Much of this study's data could not be subjected to statistical analysis. Also, the treatment period (approximately 25 hours) was extremely short.

SYNOPSIS:

The purpose of this study was to determine the effects of a highly structured, phonetic reading program on the reading achievement of Navajo elementary school children. Of the 150 participants in a five-week summer school program, the study focused on twelve students in grades two to seven who had severe reading programs (eight were virtual nonreaders). Five reading, IQ and aptitude tests were administered to gauge student ability and to identify individual learning problems. For one hour per weekday over the five-week period, students received instruction in the Recipe for Reading program. This program involves use of the auditory, visual and tactile-kinesthetic sense modalities to present English phonemes and graphemes. Cursive writing is used, as it has been shown to reduce or eliminate letter reversals. Phonics

rules are presented along with sounds, daily exercises in oral reading are presented and concepts are "overlearned." Motivation was stimulated by use of a behavior management program which featured primary reinforcers and token rewards. Subjects were post-tested using a diagnostic reading scale and a reading inventory.

RESEARCHER'S FINDINGS:

The only portion of the two post-tests which lent itself to statistical analysis was the word recognition sub-test of the diagnostic reading scale; gains were significant (.05) on this subtest. "Even more significant was [sic] the obvious gains shown on all other test areas which could not be treated could not be treated statistically because of N."

RESEARCHER'S CONCLUSIONS:

Conclusions are in the form of 13 recommendations, many of which cite beneficial aspects of the Recipe for Reading program. The author also recommends use of a behavior management program, engaging community involvement and taking steps to improve school attendance.

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 235 LOCATION: PSU Library

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Kleinfeld, J. S. Effects of nonverbally communicated personal warmth on the intelligence test performance of Indian and Eskimo adolescents. The Journal of Social Psychology, 1973, 91, 149-150.

DESCRIPTORS: American Indian Education, Teacher Behavior

SHORT TITLE: Kleinfled, 1973, Nonverbal Warmth (Indian/Eskimo)

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

The sample was small, but the treatments were carefully structured and carried out.

SYNOPSIS:

This study examined the influence of nonverbally communicated personal warmth on the intelligence test performance of 15 Athabascan Indian and Eskimo high school students. Subjects were pretested with the Wechsler Adult Intelligence Scale and then were retested three weeks later with two subscales of that instrument. For the retest, students were assigned randomly to "warm" and "cold" settings. In the "warm" condition, the examiner smiled, sat 30 inches from the student and positioned himself at a right angle to the student (which connotes cooperative interaction). In the "cold" setting the examiner did not smile and stood 80 inches from the student (which connotes both impersonality and domination).

ITEM NUMBER: 235 SHORT TITLE: Kleinfled, 1973
Nonverbal Warmth (Indian/Eskimo)

RESEARCHER'S FINDINGS:

For the Digit Symbol subscale: In the warm condition, six of the seven subjects gained points over their pretest scores, and one subject's score did not change. In the cold condition, three of the eight subjects lost points, four remained the same and one gained points.

For the Information subscale: In the warm condition, five of the seven subjects gained points, one lost points and one remained the same. In the cold condition, five of eight lost points, two remained the same and one gained points.

Effects were statistically significant.

RESEARCHER'S CONCLUSIONS:

"While this study must be regarded as exploratory, it does suggest the importance of nonverbally communicated warmth to Indian and Eskimo students and also the generalizability of findings on warmth to these groups."

The author also speculated that effects might have been still more dramatic had the retest examiner not been black, as Eskimos, in particular, have very little contact with blacks and are often fearful of them.

REVIEWER'S NOTES AND COMMENTS:

See Item Report No. 236 for a report of a similar study conducted by the same researcher.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 236 LOCATION: PSU Library

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Kleinfeld, J. S. Effects of nonverbal warmth on the learning of Eskimo and white students. The Journal of Social Psychology, 1974, 92, 3-9.

DESCRIPTORS: American Indian Education, Teacher Behavior

SHORT TITLE: Kleinfeld, 1974, Nonverbal Warmth (Eskimo)

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This study was well-done, although factors other than the experimental treatment (instructor sex, order of sessions) may have influenced the outcomes.

SYNOPSIS:

The purpose of this study were: 1) to determine if instructor warmth communicated by such subtle cues as smiling and close body distance would increase the learning, question asking and question answering of Eskimo students; and 2) to determine if warmth would increase learning and verbal productivity more for Eskimo than for white students. Twenty Eskimo and 20 white ninth graders each participated in two "college guidance and information sessions," which, though the students did not know it, were experimental settings intended to test the effects of nonverbal warmth on student responses. Half the students participated first in a "warm" session in which a female instructor-counselbr positioned herself close to the student, smiled and touched the student supportively while communicating information and

asking questions; later these students participated in a "neutral" session in which the instructor distanced herself and did not smile. The other half of the students participated in these sessions in the reverse order. Scores were kept on information learned, questions asked and numbers of words spoken in response to questions.

RESEARCHER'S FINDINGS:

White males learned significantly more in the "warm" session when that session was second in sequence. For Eskimo males the "warm" session produced greater learning whether it was presented first or second.

For all females, learning was significantly greater in the "warm" session when that session was second in sequence.

On question asking, effects were significant only for females and only as a result of the "warm" session when it was second in sequence.

On question answering, the "warm" session had significant effects only for the Eskimo students and only in the warm-neutral sequence.

No other significant effects occurred.

RESEARCHER'S CONCLUSIONS:

"The hypotheses that Eskimos would be more sensitive to the effects of warmth than whites received some very limited support in this study." The researcher speculated that results might have been more pronounced had the experiment taken place over a longer period of time, as Eskimo students' responsiveness to nonverbal warmth may take more time to develop and to produce outcome differences than the experimental situations provided.

REVIEWER'S NOTES AND COMMENTS:

See Item No. 235 for a report of a similar study conducted by the same researcher.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 237 LOCATION: NWREL Info. Cntr./ERIC

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Young, J. & Churchman, D. Continuous progress evaluation of American Indian preschoolers. Paper presented at the annual meeting of the American Educational Research Association. Washington, D. C., 1975. (ERIC/EDRS No. ED 106 363)

DESCRIPTORS: American Indian Education, Early Childhood Education

SHORT TITLE: Young & Churchman, 1975, Indian Preschool Programs

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This study's methodology was sound and the findings were clearly displayed.

SYNOPSIS:

This study compared the effects of three instructional models on the cognitive, affective and psychomotor development of 111 urban preschoolers, 61 percent of whom were Indian children. The three models were: 1) Montessori, which featured didactic instruction related to a preplanned sequence of objectives and emphasized independence, self-control, and a positive self-image; 2) traditional, which emphasized interactions among social, emotional and cognitive development and utilized whole class, small group and individual instruction; and 3) cultural, which emphasized the environmental and cultural materials consistent with Indian cultures and featured activities calling for cooperation. Administration of seven tests in one psychomotor,

three affective and five cognitive areas was rotated so that each child was tested with one instrument each month. Program outcomes were compared with each other and with national norms.

RESEARCHER'S FINDINGS:

For all 111 children: average scores were statistically significantly higher than national norms in six areas; higher, but not statistically significantly so, in two; and below in one.

Children in the cultural model consistently outperformed those in the Montessori model, and those in the Montessori model consistently outperformed those in the traditional model.

RESEARCHER'S CONCLUSIONS:

As the average age of cultural model participants was six months older than Montessori participants who, in turn, were an average of six months older than traditional model paraticipants, the authors attribute some of the program outcomes to pupil age rather than treatment differences.

REVIEWER'S NOTES AND COMMENTS:

It would have been interesting to see the scores of cultural model Indian participants compared to those of the Indian participants in the other models.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 238 LOCATION: NWREL Info. Cntr./Periodicals

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Klitza, F. Informal teaching techniques. Journal of American Indian Education, 1972, 12(1), 12-15.

DESCRIPTORS: American Indian Education, Teaching Methods

SHORT TITLE: Klitza, 1972, Informal Teaching Techniques

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) [1] 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

The study was well done, although more information on the methods of the treatment teachers would have been helpful.

SYNOPSIS:

The purpose of this study was to find out if the achievement of Native Alaskan students would be enhanced by participation in classes where informal teaching methods were used. Thirty-seven Native Alaskan ninth graders who attended a Rural Home Boarding Program school were divided into two groups. Treatment students--all of whom were below grade level in reading and language--participated in a special core program two class periods a day for nine weeks. The core program provided instruction in English and social studies and was characterized by the use of informal, accepting instructional methods. The control students did not participate in the core program. Grade point averages were computed for treatment and control students at the end of each school quarter.

ITEM NUMBER: 238 SHORT TITLE: Klitza, 1972
Informal Teaching Techniques

RESEARCHER'S FINDINGS:

The averages of GPA's for both treatment and control students showed a steady decline. However, the average GPA of treatment students decreased significantly less than the average GPA of the control students.

Looking at individuals, of the 24 treatment students, the GPA's of 13 increased and those of 11 decreased; among the 13 control students, two showed increased GPA's, ten showed decreased GPA's and one showed no change.

"Both students and teachers in the core program reacted favorably.... Native students in the core program made noticeable increases in verbal participation in the core classes."

RESEARCHER'S CONCLUSIONS:

None drawn.

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 239 LOCATION: NWREL Info. Cntr./ Periodicals

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: McCartin, R. & Schill, W. J. An experiment with three modes of instruction for Indian elementary school children. Journal of American Indian Education, 1977, 16(1) 14-20.

DESCRIPTORS: American Indian Education, Teaching Methods

SHORT TITLE: McCartin & Schill, 1977, Three Modes of Instruction

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This experiment was carefully designed and conducted and results were carefully analyzed. Cells, however, were small, and there was room for factors other than the treatments to have affected outcomes.

SYNOPSIS:

This study compared the effects of three different instructional approaches on the achievement of Native American elementary school students. A three-lesson instructional unit was developed for presentation by three different methods: method 1 emphasized use of the printed test; method 2 involved presenting the lessons orally; and method 3 was predominately visual, making extensive use of overhead transparencies. The 103 students were divided into three groups: grades 3-4, grades 5-6 and grades 7-8. Each group was taught the three 30-minute lessons which made up the unit, with each lesson being taught by a different method and by a different teacher. Thus, a total of nine lessons

were presented, representing the different combinations of group, method, lesson and teacher. The pre- and post-tests were administered just before and just after the three-day period during which the unit had been presented. Results are based on analysis of the data for the 96 students who took both tests.

RESEARCHER'S FINDINGS:

Whereas the researchers had hypothesized that visually taught students would achieve most, then orally taught students, then textually taught students, the actual outcome was that orally instructed students outperformed visually taught students who, in turn, outperformed textually taught students. Differences were not significant.

Analysis of effects by treatment and grade level revealed no patterns.

RESEARCHER'S CONCLUSIONS:

"It would be nice to be able to say that the result of many weeks of preparation, three days of instruction, followed by many weeks of analysis, led to at least some trend which would permit us to tell you that visual and oral instruction had been demonstrated to work better with Indian children than textual instruction. We cannot say that with any degree of certitude."

REVIEWER'S NOTES AND COMMENTS:

The tribal affiliation(s) of the students was not specified.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 240 LOCATION: NWREL Info. Cntr./ERIC

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Walter, J. Evaluation of attitude change in participants of the 1971 Adult Basic Education Indian Institute. Monmouth: Oregon College of Education, 1971 (ERIC/EDRS No. ED 101 155)

DESCRIPTORS: American Indian Education

SHORT TITLE: Walter, 1971, Adult Attitude Change

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ___ IRRELEVANT _X_ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) [1] 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Small cells, no control group, no information concerning the ABE institute and the failure to attach any meaning to the outcomes make this study unhelpful for project purposes.

SYNOPSIS:

This study reports the attitude changes which took place among 46 Anglo, Indian and Eskimo participants at a ten-day adult basic education institute. Before and after their participation, these subjects completed a 52-item scale designed to measure open- and closed-mindedness. Changes were noted for each of the subgroups and displayed in two ways: 1) how many individuals became more open-minded, closed-minded or did not change; and 2) how intense the changes were.

ITEM NUMBER: 240 SHORT TITLE: Walter, J., 1971
Adult Attitude Change

RESEARCHER'S FINDINGS:

Amont the 25 Anglos, about two-fifths of the subjects became more closed-minded and three-fifths became more open minded. Amont the 17 Indians and the four Eskimos, about half became more open-minded and half became more closed-minded.

Looking at the intensity of the changes, those Anglos and Eskimos who became more open-minded became enormously more open-minded; these same groups made more modest shifts when becoming more closed-minded. With the Indians the reverse was true--changes in the direction of closed-mindedness were more intense than those in the direction of open-mindedness.

Overall, 24 subjects became more open-minded, 20 became more closed-minded, and two did not change. However, the scores indicated that the magnitude of change in the direction of open-mindedness for the group as a whole was considerably greater than the magnitude of change in the direction of closed-mindedness.

RESEARCHER'S CONCLUSIONS:

Most of the conclusions have to do with instrumentation and methodology.

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 241 LOCATION: NWREL Info. Cntr./ERIC

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Campbell, D. & Kush, G. Planning and operating an individualized learning center. Tempe, Arizona: Cook Christian Training School, 1974. (ERIC/EDRS No. ED 097 879)

DESCRIPTORS: American Indian Education, Learning Resource Centers

SHORT TITLE: Campbell & Kush, 1974, Individualized Learning Center

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

The subject group was small and there was no control group, but data gathering and analysis techniques were good.

SYNOPSIS:

This report describes the development, operation and outcomes of an individualized learning center (ILC) at Cook School, a private, church-related, postsecondary institution near Phoenix, Arizona. Cook School provides programs for Indian adults in three areas: adult basic education, college preparatory and church career development. The learning center program involved mastery learning approaches (thus reducing competition), flexible scheduling, greater individual attention and a wide variety of materials in different media. Following the description of the center is the evaluation report for 1973-74. Twenty-four Indian students between 18 and 50 who had taken ILC courses comprised the subject group. Achievement tests, a

value orientation scale and an attitude inventory were administered before and after program participation, and records on attendance, dropout rate, etc. were kept.

RESEARCHER'S FINDINGS:

ILC participants made achievement gains that were statistically significant in reading vocabulary, comprehension, math computation, problem-solving, language arts usage and mechanics, but not in spelling. Students did not make statistically significant changes in their cultural values orientation (that is, they did not change their attitudes and values regarding either Anglo or Indian culture). The majority of students showed positive attitudes toward the ILC and 70% showed improvement in their attitudes toward learning in general.

RESEARCHER'S CONCLUSIONS:

"The analysis show that many of the procedures in the ILC should be continued because they are affecting learning and because student attitudes are positive about those methods."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 242 LOCATION: NWREL Info. Cntr./ERIC

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Valencia, A. A. The effects of bilingual/bicultural instruction among Spanish-speaking, English-speaking, and Sioux-speaking kindergarten children. Scottsbluff, Nebraska: Educational Unit No. 18, 1970. (ERIC/EDRS No. ED 043 415)

DESCRIPTORS: American Indian Education, Bilingual Education

SHORT TITLE: Valencia, 1970, Bilingual/Bicultural Instruction

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT X FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

Of the 322 children in the experimental group in this study, only seven were American Indians, and their scores were frequently not examined apart from the other children (Anglo and Mexican-American) in the experimental group.

ITEM NUMBER: 242 SHORT TITLE: Valencia, 1970
Bilingual/Bicultural Instruction

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 243 LOCATION: PSU Library

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Brown, A. D. Cherokee culture and school achievement. American Indian Culture and Research Journal, 1980, 4, 55-74.

DESCRIPTORS: American Indian Education

SHORT TITLE: Brown, 1980, Cherokee Culture and Achievement

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

This study was well-designed and conducted.

SYNOPSIS:

This study was designed to examine the relationship between cooperative behavior and achievement and between competitive behavior and achievement for Cherokee children and Anglo children. Seventy-two Cherokee children in grades 1, 2, 4 and 5 at one Oklahoma School and 72 Anglo children in the same grades at another school participated in the study. Each cell of the design contained 18 randomly paired subjects who had been randomly selected from the respective school populations. An instrument called the Madsen Cooperation Board was modified and used to measure the cooperative and competitive behavior of each subject. These data were then compared with achievement scores in math and reading.

ITEM NUMBER: 243 SHORT TITLE: Brown, 1980
Cherokee Culture and Achievement

RESEARCHER'S FINDINGS:

First and second grade Cherokee children were found to be more cooperative, and fourth and fifth grade Cherokee children significantly more cooperative, than the Anglo-American children. Cherokee children in the experiment were also significantly less competitive than the Anglo-American children at all age levels.

A significant negative relationship was found between the cooperative behavior of Cherokee children and their school achievement. The relationship between these two variables was nonsignificant for the Anglo children. The correlation between competitive behavior and school achievement was nonsignificant for both ethnic groups.

RESEARCHER'S CONCLUSIONS:

"Since it is highly unlikely that the majority of Cherokee children will soon give up their cooperative behavior, the schools that they attend will need to adjust to the children. The competitive, individualistic environment of eastern Oklahoma classrooms needs to be restructured so that the emphasis in motivation is placed on cooperation."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 244 LOCATION: NWREL Info. Cntr./Periodicals

REVIEWER: K. Cotton DATE REVIEWED: September 1981

CITATION: Cockerham, W. C. & Blevins, A. L. Open school vs. traditional school: Self-identification among Native American and white adolescents Sociology of Education, 1976, 49, 164-168.

DESCRIPTORS: American Indian Education, Teaching Methods

SHORT TITLE: Cockerham & Blevins, 1976, Open vs. Traditional School

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT _X_ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE _X_ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a very good study with a rigorous method for analyzing the subjective responses generated by the instrument.

SYNOPSIS:

The purpose of this study was to compare the self-concept of Indian students who attended an open school with Indian and white students who attended a traditional school. Subjects included 159 Shoshone and Arapaho students and 184 white students in grades seven and eight. All white students attended traditional schools; 116 of the Indian students attended traditional schools and 43 were participants in the open school program. (The open school program featured: 1) a flexible learning environment with a large open area surrounding the resource center and library; 2) informal teaching methods; non-graded procedures; and 4) emphasis upon student decision making and responsibility.) The Twenty Statements Test, an open-ended instrument which measures self-identification, was administered to all students, and the results were analyzed.

ITEM NUMBER: 244 SHORT TITLE: Cockerham & Blevins, 1976
Open vs. Traditional School

RESEARCHER'S FINDINGS:

The open school Indian students were found to have a more positive self-identification than the traditional school students, either Indian or white. The traditional school white students were found to have a more positive self-identification than the traditional school Indians.

RESEARCHER'S CONCLUSIONS:

"...open schools may be an especially viable educational approach for Indian youth.... Characteristics of open school education seem to clash less with Indian customs and practices than those of traditional schools."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 245 LOCATION: NWREL Info. Cntr./ERIC

REVIEWER: K. Cotton DATE REVIEWED: August 1981

CITATION: Harkins, A. M. et al., A summary report on Menominee Indian education: 1968-1970. Minneapolis: Minnesota University, Training Center for Community Programs, 1973. (ERIC/EDRS No. ED 082 877)

DESCRIPTORS: American Indian Education

SHORT TITLE: Harkins, et al., 1973, Menominee Education

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT X FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

No information is provided on the instructional programs in which the 2,000 Menominee children participated, nor does the report provide achievement data. There are survey results concerning the attitudes of students, parents and teachers, but it is not a study of attitude change.

ITEM NUMBER: 245 SHORT TITLE: Harkins, et al., 1973
Menominee Education

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS: